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ABSTRACT
This bibliography on adult education in Germany lists German-language documents (some with abstracts) arranged in three historical periods and a supplement of English-language documents with abstracts. Twelve documents from the period prior to World War I reflect a searching for the fundamental aims of popular education; 32 from the Weimar Republic period, when adult education was formally accepted, cover the establishment of "Volkshochschulen" (folk schools) and practical aspects of adult education; 56 from the years since World War II cover the reestablishment of separate systems of adult education in East and West Germany and the continuation of the folk school in both, as the primary institution for the education of adults. Six journals in the area are included, and 13 English-language documents with abstracts. There follow a listing of publications of the ERIC Clearinghouse on Adult Education, notes on their availability, and an order form for the ERIC Document Reproduction Service. (eb)

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ADULT EDUCATION IN GERMANY: BIBLIOGRAPHY

Armin L. Schadt

AA 000357

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This bibliography on adult education in Germany lists German-language documents (some with abstracts) arranged in three historical periods and a supplement of English-language documents with abstracts. Twelve documents from the period prior to World War I reflect a searching for the fundamental aims of popular education; 32 from the Weimar Republic period, when adult education was formally accepted, cover the establishment of "Volkshochschulen" (folk schools) and practical aspects of adult education; 56 from the years since World War II cover the reestablishment of separate systems of adult education in East and West Germany and the continuation of the folk school in both, as the primary institution for the education of adults. Six journals in the area are included, and 13 English-language documents with abstracts. There follow a listing of publications of the ERIC Clearinghouse on Adult Education, notes on their availability, and an order form for the ERIC Document Reproduction Service. (eb)

June, 1969

ADULT EDUCATION IN GERMANY: BIBLIOGRAPHY

Armin L. Schadt

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PREFACE

This bibliography on adult education in Germany was prepared by Armin L. Schadt, and reviewed and augmented by Wayne G. Pirtle.

It contains German-language publications arranged into three historical periods. Some of the documents have abstracts prepared by Mr. Schadt.

As a supplement, we have added a number of English-language publications with abstracts which quickly come to hand, found in the ERIC/AE collection.

The user of this bibliography might find it useful to know that the best single library in Germany for documents on adult education is located at the Deutscher Volkshochschul-Verband e.V., Padogogische Arbeitsstelle, Frankfurt/Main, Eysseneckstrasse 6, West Germany. This is the main library and archives for the German Volkshochschul-Verband e.V. They welcome visitors, and the materials are readily available for researchers or anyone interested in studying adult education in Germany. Also, there is a book

dealer and exporter in West Germany who is able to locate many books in and out of print on the subject of adult education: Gustav Weiland Nachf., Buchandlung, Lubeck-Konigstrasse 79.

We are grateful to Mr. Schadt who has prepared this work on a voluntary basis.

Stanley M. Grabowski
Assistant Director
ERIC Clearinghouse on Adult Education

June 1969

ADULT EDUCATION IN GERMANY: BIBLIOGRAPHY

The present bibliography is intended to provide a survey of German-language publications in the area of German adult education on both the theoretical and practical levels. Although no claim is made as to suggest an exhaustive listing of references in the area of "Erwachsenenbildung" (adult education), the texts most commonly regarded as pivotal have been included and have been arranged into three categories of chronological sequence. For the purpose of organization and historical perspective, the bibliography comprises the periods (1) prior to World War I, (2) The Weimar Republic Period, and (3) the years since 1945. Concluding the survey of reference sources is a listing of current, significant journals in German adult education.

One may note in general, that the concept of adult education (Erwachsenenbildung) has been defined as such largely since the end of World War II and connotes presently the idea of continuing education. In the earlier two periods popular education (Volksbildung), involving a larger and somewhat more ambiguous

focus, was generally regarded as mass education. Throughout the periods mentioned, however, the "Volkshochschule" (people's college) has been considered the institution for the practical aspect of adult education.

I. The Period Prior to World War I

The literature regarding popular education before World War I suggests increased concern over the question as to whether ideas about adult education should focus on the existence and improvement of the individual man, or whether its efforts should be directed toward the social needs of a people whose existence attains significance in the collective. In general, then, the literature reflects a searching as to the fundamental aims and purposes of popular education.

Bäuerle, Theodor. VOLKSHEER UND VOLKSBILDUNG. Frankfurt/Main: Verlag von Englert und Schlosser, 1917.

Brugger, Otto. DIE GESCHICHTE DER DEUTSCHEN HANDWERKSVERELINE IN DER SCHWEIZ 1838-1843. Bern/Leipzig, 1932.

Eyck, Erich. DER VEREINSTAG DEUTSCHER ARBEITERVEREINE 1863-1868. Berlin: Druck and Verlag von Georg Reimer, 1904.

Harkort, Friedrich. BEMERKUNGEN ÜBER DIE HINDERNISSE DER CIVILISATION UND EMANCIPATION DER UNTEREN KLASSEN. Elberfeld, 1844.

Hirsch, Max. VOLKSHOCHSCHULEN: IHRE ZIELE, ORGANISATION, ENTWICKLUNG, PROPAGANDA. Berlin: Reimer, 1901.

Hollmann, Anton H. DIE DANISCHE VOLKSHOCHSCHULE UND IHRE DEDEUTUNG FUR DIE ENTWICKLUNG EINER VOLKISCHEN KULTUR IN DÄNEMARK. Berlin: Parey, 1909.

Kuhlmann, Hans. ANFÄNGE DES RICHTUNGSSTREITES. Reutlingen: Verlagsbücherei und Bildung, 1964.

Langenhol, Hanno. DIE ANFÄNGE DER DEUTSCHEN VOLKSBILDUNGSBEWEGUNGEN IM SPIEGEL DER MORALISCHEN WOCHENSCHRIFTEN. Ratigen: A. Henn Verlag, 1964.

Reyer, Eduard. HANDBUCH DES VOLKSBILDUNGSWESENS. Stuttgart: Cotta, 1896.

Schultze, Ernst. VOLKSHOCHSCHULEN UND UNIVERSITATSAUSDEHNUNGS-BEWEGUNG. Leipzig, 1897.

Stach, Fritz. JOHANNES TEWS, SEIN LEBEN UND WIRKEN. Berlin: Berliner Verband der Lehrur und Erzieher, 1950.

Vogel, Martin Rudolf. VOLKSBILDUNG IM AUSGEHENDEN 19. JAHRHUNDERT. (Popular education in the concluding 19th century.) Frankfurt/M.: Padagogische Arbeitsstelle des Deutschen Volkshochschulverbandes (Available: Ernst Klett Verlag, Stuttgart, $3.20) 1959. 147p..

ABSTRACT: Vogel's work is the second in a series of four books on the history of adult education initiated by the Deutsche Volkshochschulverband. The author seeks to ascertain those forces underlying the efforts toward adult education in the last quarter of the 19th century which generated the "new direction" of the twenties. In his analysis of trends toward independent adult education, reference is made to a great deal of historical material, much of which constitutes a detailed bibliography. Contrasting the goals of the newer adult education and that of the earlier 19th century, the emphasis on individual as against mass involvement is seen as a central theme. The writer closely examines two examples of this

trend, as manifested in the Rhein-Main association for popular education (Rhein-Mainische Verband für Volksbildung) and the Committee for university topics of popular import at the University of Vienna (Ausschuss für volkstümliche Universitätsvorträge an der Universität Wein). Both efforts are critically studied in terms of their theoretical basis and practical developments, culminating in a summary chapter on the new trend toward adult education. Whereas popular education in the first half of the 19th century served the purpose of social usefulness, later efforts sought the way to enlighten the individual, to reconcile collective and individual roles.

II. The Weimar Republic Period

The period following World War I was not merely a continuation of earlier theoretical proposals but one during which adult education found formal acceptance in the Weimar Republic. In addition to the establishment of various "Volkshochschulen" modeled largely after the Scandinavian concept of popular education and partly after British efforts in that direction, the practical aspects of adult education received greater attention. Progress, in terms of the achievements of popular education, however, came to cease with the abolition of the "Volkschochschule" by the Hitler regime in 1933.

Angermann, Franz. DIE FREIE VOLKSBILDUNG GRUNDLAGEN, ZEIEL, UND WEGE. Jena: Diedrichs, 1928.

Blum, Emil. ARBEITERBILDUNG ALS EXISTIENZIELLE BILDUNG. Bern-Haupt/Leipzig, 1935.

Buchwald, Reinhard. DENKSCHULUNG IN DER ERWACHSENENBILDUNG. Gotha: Leopold Klotz Verlag, 1931.

Buchwald, Reinhard. DIE VOLKSBILDUNGSARBEIT IM ZEITALTER DES LIBERALISMUS. Stettin, 1932.

Dieterich, Eberhard. VOLKSHOCHSCHULE UND GEISTIGE ENTSCHEIDUNG. Potsdam, 1932.

Erdberg, Robert Von. FREIES VOLKSBILDUNGSWESEN. Berlin: Carl Heymans Verlag, 1919.

Flitner, Wilhelm. LAIENBILDUNG. Berlin: Verlag Julius Beltz, 1931.

Franz, Albert. ADOLF KOLPING, DER GESELLENVATER. München-Gladbach: Volksvereinsverlag, 1922.

Friedensburg, Wilhelm. STEPHAN BORN UND DIE ORGANISATION DER ARBEITERSCHRAFT BIX ZU DEM BERLINER ARBEITERKONGRESS. Leipzig, 1923.

Herausgegeben von der Deutschen Schule für Volksfurschung und Erwachsenenbildung: JAHRBUCH FUR ERWACHSENENBILDUNG. Stuttgart: Verlag Silberburg, 1930.

Hermberg, Paul and Wolfgang Seiferth. ARBEITERBILDUNG UND VOLKSHOCHSCHULE IN DER I INDUSTRIESTADT. Breslau, 1932.

Hollmann, Anton H. DIE VOLKSHOCHSCHULE UND DIE GEISTIGEN GRUNDLAGEN DER DEMOKRATIE. 2. Auflage. Berlin, 1919.

Kammer, Paul. ÜBER DEN BEGRIFF DER BILDUNG IN DEN MODERNAN FREIEN VOLKSBILDUNGSBESTREBUNGEN IN DEUTSCHLAND. Giessen: Verlagsbuchdruckerei, 1930.

Kaphahn, Fritz. ÜBER DIE AUFGABEN EINER DEUTSCHEN AKADEMIE DER VOLKSBILDUNG. Frankfut/ Main: Neuer Frankfurter Verlag, 1927.

Keilhacker, Martin. DAS UNIVERSITATS-AUSDEHNUNGSPROBLEM IN DEUTSCHLAND UND DEUTSCH-OSTERREICH, DARGESTELLT AUF GRUND DER BISHERIGEN ENTWICKLUNG. Stuttgart: Silberburg, 1929.

Koch, Georg. DER VOLKSHOCHSCHULGEDANKE. AUSEGEWÄHLTE AUFSÄTZE. Kassel: Verlag zu Kassel, 1928.

Lotze, Heiner. DIE GEISTIGE LAGE DER JUGENDBEWEGUNG UND DIE VOLKSHOCHSCHULE. Frankfurt/Main: Neuer Frankfurter Verlag, 1928.

Löwith, Karl. DAS INDIVIDUUM IN DER ROLLE DES MITMENSCHEN. München, 1928.

Naumann, Paul. FREIES VOLKSBILDUNGWESEN, EIN NACHSCHLAGEWERK FUR THEORIE UND PRAXIS. Halberstadt, 1929.

Picht, Werner and Eugen Rosenstock. IM KAMPF UM DIE ERWACHSENENBILDUNG 1912-1926. Leipzig: Quelle und Meyer, 1926.

Schädel, Friedrich. DER FRANKFURTER BUND FÜR VOLKSBILDUNG IM SPIEGEL SEINER GESCHICHTE. Hanau: Verlag Ostheim, Hanau, 1927.

Schulz, Heinrich. POLITIK UND BILDUNG. HUNDERT JAHRE ARBEITERBILDUNG. Berlin: Dietz, 1931.

Setzer, Josef, ed. HANDWÖRTERBUCH DES DEUTSCHEN VOLKSBILDUNGSWESEN. Breslau, 1932.

Steinmetz, Paul. DIE DEUTSCHE VOLKSHOCHSCHULBEWEGUNG. Karlsruhe: Braun, 1929.

Tanzmann, Bruno. ERSTES JAHRBUCH DER DEUTSCHEN VOLKSHOCHSCHULBEWEGUNG. Dresden-Hellerau: Hakenkreuz Verlag, 1919.

Theiss, Ilse, and Lotze, Heiner. DREISSIGACKER, VOLKSHOCHSCHULE UND ERWACHSENENBILDUNG. Jena: Verlegt bei Eugen Diederichs, 1930.

Tews, Johannes. FÜNFZIG JAHRE DEUTSCHE VOLKSBILDUNG-BARBEIT FESTSCHRIFT ZUM FÜNFZIGJAHREGEN BESTEHEN DER GESELTSCHAFT FÜR VOLKSBILDUNG. Berlin: Verlagsgesellschaft fur Volksbildung, 1921.

Wagner, Wilhel. DIE STUDENTENSCHAFT UND DIE VOLKSBILDUNG. Berlin: Weidmannsche Buchhandlung, 1902.

Weitsch, Eduard. "Grundfragen der Volkshochschulmethode," SCHRIFTEN ZUR METHODIK DER VOLKSHOCHSCHULE, hrsg. v. E, Weitsch, H. 1., Jena, 1920.

Weitsch, Eduard. AUR SOZIALISIERUNG DES GEISTES, GRUNDLAGEN UND RICHTLINIEN FUR DIE DEUTSCHE VOLKSHOCHSCHULE. Jena: Eugen Diederichs Verlag, 1919.

Wiese, Leopold v. (Hrsg.) SOZIOLOGIE DES VOLKSBILDUNG-SWESENS. Schriften des Forschungs-instituts fur Socialwissenschaften in Köln, Band I, München und Leipzig: Dunker und Humblot, 1921.

Wundt, Wilhelm. DIE DEUTSCHE SCHULE FÜR VOLKSFORSCHUNG UND ERWACHSENENBILDUNG. DAS ERSTE JAHR. Stuttgart, 1927.

III. The Years Since 1945

The years from 1933 until 1945 represent what may be called the eclipse of adult education in Germany. After World War II separate systems of adult education were reestablished in both East and West Germany, reflecting consequently differing basic philosophies. It should be noted, however, that the "Volkshochschule" remains in both countries as the primary institution for the education of adults.

Ackerknecht, Erwin. AUS DER WERKSTATT DES VOLKSBILDNERS. Hamburg, 1950.

Ballauff, Theodor. ERWACHSENENBILDUNG - SINN UND GRENZEN. Heidelberg, 1958.

Balser, Frolinde. DIE ANFÄNGE DER ERWACHSENENBILDUNG IN DEUTSCHLAND IN DER ERSTEN HÄLFTE DES 19 JAHRHUNDERTS. EINE KULTURSOZIOLOGISCHE DEUTUNG. Stuttgart: Erat Klett Verlag, 1959.

Baudrexel, Josef, ed. VOLKSHOCHSCHULE. Stuttgart: Ernst Klett Verlag, 1961.

Baudrexel, Fingerle, Anton, and Lamm, Hans. ERWACHSENENBILDUNG HEUTE UND MORGEN. Munchen: Olzog Verlag, 1962.

Beer, Rudiger Robert. VON DER VOLKSBILDUNG ZUR ERWACHSENENBILDUNG. Duisburg: Carl Lange Verlag, 1964.

Berger, Wilhelm. KIRCHE UND ERWACHSENENBILDUNG. Osnabruck, 1957.

Böhme, Gunther. PSYCHOLOGIE DER ERWACHSENENBILDUNG. (Psychology of Adult Education.) (Available: Ernst Reinhardt Verlag, Munich, Germany, $1.70) 1960. 109p..

ABSTRACT: The text is an attempt to ascertain the psychological foundation of adult education, not in terms of an educational curriculum but rather as part of the adult's potential, to be taught. In chapter one, entitled "the concept of education", the writer seeks to establish the difference between education and training, attaching the former concept to adult education. The following chapter is an exploration of the extent to which adults can learn and realize their potential for education. To direct adult education in accord with only the demands of the time, in the sense of occupational guidance, is to deny adult education its real function, contends the author. Chapter three is an assessment of the forces of technology, standardization, and rationalization, and the extent to which these contribute to the psychological background to which adult education addresses itself. In chapters four and five the nature of adult discourse is examined and to what extent understanding is part of vocal expression. It is concluded that dialogue is generated by real human encounter. The author suggests finally, that conscious discourse leads to the realization of one's intellectual potential, and regards this finding as a basic premise for adult education. In the light of diverse age groups and educational levels, the need for a psychological framework unique to adult education is suggested.

Borinski, Fritz. DER WEG ZUM MITBÜRGER - DIE POLITISCHE AUFGAVE DER FREIEN ERWACHSENENBILDUNG IN DEUTSCHLAND. Düsseldorf, 1954.

Bozek, Karl. ANTON HEINEN UND DIE DEUTSCHE VOLKSHOCHSCHULBEWEGUNG. Stuttgart: Ernst Klett Verlag, 1963.

Deutscher, Volkshochschulverband, Ed. VOLKSHOCHSCHULE. HANDBUCH FÜR ERWACHSENENBILDUNG IN DER BUNDERSREPUBLIK. (Volkshochschule. Handbook for Adult Education in the Federal Republic.) Frankfurt/M.: Padagogische Arbeitsstelle des Deutschen Volkshochschulverbandes (Available: Ernst Klett Verlag, Stuttgart $8.00) 1961. 467p..

ABSTRACT: Section one of the Handbook deals with the basic concepts of German adult education, its present position, its development, and its methods. Comprising chapters contributed by leaders in the field, the first part examines the purpose and philosophy of adult pedagogy and its relationship with the state and local community, the training of its personnel, its connection with higher education, and its legal foundations. Part two provides reports regarding problematic areas of adult education such as its role in industrial society, its independence from and relation with the religious institution, adult education in the soviet-zone of Germany, and the problem of knowledge dissemination and subject matter in adult education. Part three consists of studies concerning such aspects of adult education as occupational training, women and youth in regard to adult education, art and the library as part of a program, radio broadcasting, television and the film in adult education, and an assessment of the international efforts of the German Association for Adult Education. Part four includes a history of the association, as well as a bibliography and timetable to contribute to a survey of the historical development of adult education. The section also contains an alphabetically arranged roster of all business-offices for adult education in the several states of the Federal Republic.

Dolff-Küchenhoff-Köttgen. DIE RECHTSGRUNDLAGEN DER ERWACHSENENBILDUNG. Stuttgart, 1961.

Emmerling, Dr. E. 50 JAHRE VOLKSHOCHSCHULE IN DEUTSCHLAND, EIN BEITRAG ZUR GESCHICHTE DER ERWASHSENENBILDUNG. E. Berlin: Volk and Wissen Verlag, 1958.

Empfehlungen und Gutachten des Deutschen Ausschusses für das Erziehungs - und Bildungswesen, 4. Folge: "Zur Situation und Aufgabe der deutschen Erwachsenenbildung," Stuttgart: 1960.

Fisher, Kurt Gerhard. WO STEHT DIE ERWACHSENENBILDUNG HEUTE? Weinheim - Berlin: Verlag Julius Beltz, 1956.

Gutsche, Heinz. DIE ERWACHSENENBILDUNG IN DER SOWJETISCHEN BESATZUNGSZONE, Vols. 1 und 2. Bonn: Bundesministerium für gesamtdeutsche Fragen, 1958.

Hammelrath, Willi. VOLKSBILDUNG - ARBEITBEBILDUNG. Nürnberg: Glock und Lutz, 1954.

Harke, Erdmann. PÄDAGOGISCHE UND PSYCHOLOGISCHE PROBLEME DER ERWACHSENENBILDUNG. Leipzig (East Germany), 1966.

Hedlund, Karl (Hrsg.) ENTWICKLUNG UND WESEN DER SCHWEDISCHEN VOLKSHOCHSCHULE. Braunschweig-Berlin-Hamburg: Westermann, 1950.

Henningsen, Axel. BEITRÄGE ZUR GESCHICHTE DER ERWACHSENENBILDUNG IN SCHLESWIG-HOLSTEIN. Neumünster: Karl Wachholtz Verlag, 1962.

Henningsen, Jürgen. DER HOHENRODTER BUND - ZUR ERWACHSENENBILDUNG IN DER WEIMARER ZEIT. Heidelberg: Quelle und Meyer, 1958.

Henningsen, Jürgen. DIE NEUE RICHTUNG IN DER WEIMARER ZEIT. (The New Direction in the Weimar Period) Frankfurt/M.: Padagoische Arbeitsstelle des Deutschen Volkshochschulverbandes (Availability: Ernst Klett Verlag, Stuttgart, $3.90) 1960. 174p..

ABSTRACT: The text is a collection of documents related to the "Neue Richtung" (new direction) in German adult education, involving the time period just prior to and immediately following World War I. The documents in this anthology are regarded as pivotal in the transition from popular education to adult education. The book's value is primarily a historical one, since the papers within it were heretofore extremely rare. It consists of two sections, one including articles by leading thinkers on adult education of the time (1920-1927), the other containing documents reflecting definite proposals for the establishment of a system of adult education (1919-1931). The papers in section one reflect considerations on the old views on popular education and the post-war ideas regarding adult education (in the Volkshochschule). The documents are proposals in nature dealing with the projection of schools involved in adult education and the training of those who are to staff them. It is concluded that the existing routes of religious and academic education are insufficient in enlightening the majority of adults and that schools for that purpose must be instituted. In section two, official documents on the question of adult education are assembled, such as guidelines for instruction in adult schools and directives of the 1920 governmental conference on adult education. The anthology concludes with a biographical and bibliographical note on each document.

Henningsen, Jürgen. ZUR THEORIE DER VOLKSBILDUNG, HISTORISCH - KRITISCHE STUDIEN ZUR WEIMARER ZEIT. Berling: Carl Heymanns Verlag, 1959.

Hüls, Luise Charlotte. DIE DEUTSCHE VOLKSOCHSCHULE: IHRE WIRTSCHAFTLICHE UND SOZIALE STRUKTUR. Berlin: Druck, Stomps und Gelser, 1927.

Hürten, H. -Beckel, A. DIE STRUKTUR DER DEUTSCHEN ERWACHSENENBILDUNG UND IHRE RECHTSGRUNDLAGEN. Osnabrück, 1958.

Hürten, Heinz, Beckel A. STRUKTUR UND RECHT DER DEUTSCHEN ERWACHSENENBILDUNG. Osnabrück, 1966.

Institut für Erwachsenenbildung der Karl-Marx-Universität Leipzig (Hrsg.) BEITRÄGE ZUR SOZIALISTISCHEN ERWACHSENENBILDUNG. Leipzig (E. Germany): Das Institut, 1964.

Institut für Erwachsenenbildung der Karl-Marx-Universität Leipzig (Hrsg.) ERZIEHUNGSWISSENSCHAFT. LEHRBRIEFE FÜR DAS FERNSTUDIUM. Leipzig (E. Germany): Das Institut, 1963.

Jessup, Frank W. (Grsg.) DIE ERWACHSENENBILDUNG ALS MITTEL ZUR ENTWICKLUNG UND STÄRKUNG DES SOZIALEN UND POLITISCHEN VERANTWORTUNGSVEWUSSTSEINS. Internationale Konferenz in Hamburg, 8.-13. September 1952, Hamburg: UNESCO-Institut für Pädogogik, 1954.

Kaiser, H. DIE TECHNISCHE BETRIEBSSCHULE - IHRE ENTWICKLUNG, AUFGABE UND PROBLEMATIK. Berlin (East), 1955.

Karbe, Walter, und Richter, Ernst. BIBLIOGRAPHIE ZUR ERWACHSENENBILDUNG. Braunschweig: Georg Westermann Verlag, 1962.

Knoll, Joachim H.; Siebert, Horst. ERWACHSENENBILDUNG IN DER BUNDESREPUBLIK. DOKUMENTE 1945-1966. (Adult Education in the Federal Republic. Documents 1945-1966.) (Availability: Quelle & Meyer Verlag, Heidelberg, $3.70) 1967. 167p..

ABSTRACT: Documents from 1945 to 1966 regarding West German adult education are the essence of this text by Professors Knoll and Siebert, preceded by a survey of developments since the end of World War II. It is concluded that current adult education differs radically from that of the twenties in philosophy and scope, since it has become a part of catholic and protestant faiths as well as the interest of labor unions. In addition, the independent nature of earlier adult schools has assumed more practical directions along occupational lines and continuing education. The authors suggest that adult education must now become an integral part of the university program. The first chapter of documents reflects an orientation as to the agencies involved in adult education, these being the German association of adult schools, the religious institution, and the labor unions. A further chapter contains developmental plans and legal pronouncements regarding adult education in the states Nordrhein-Westfalen, Niedersachsen, Rheinland-Pfalz, and Hessen. A third chapter consists of the attitudes of West German political parties in reference to adult education (the Christian Democratic Union/Christian Social Union, the Social-Democratic Party, and the Free-Democratic Party). Chapter four deals with views on adult education by such groups as the conference of school rectors, UNESCO, and the association of cities. A final chapter is an assessment of the current state of adult education compiled by the Deutsche Volkshochschulverband (German association of adult schools).

Knoll, Joachim H., Siebert, Horst. ERWACHSENENBILDUNG, ERWACHSENENQUALIFIZIERUNG. DARSTELLUNG UND DOKUMENTE DER ERWACHSENENBILDUNG IN DER DDR. (Adult Education, Adult Qualification. Exposition and Documents of Adult Education in the German Democratic Republic.) Availability: Quelle & Meyer Verlag, Heidelberg, $4.90) 1968. 216p..

ABSTRACT: Research at the institute for adult education at the University of Leipzig and a collection of documents regarding East German adult education are the bases for the study. A summary of the findings constitutes the introductory chapter which is to some extent also a comparison of West German and East German systems of adult schools. It is suggested, for instance, that active political involvement of adults is a major goal in the Democratic Republic and that correspondence study and the use of broadcasting are more efficiently employed in adult education there than they are in the Federal Republic. The authors found little or no variation, however, between the methodology underlying work with adults and instruction of youth, due in part to efforts to merge the interests of different generations. Documents ranging from general plans for socialist education to instructional plans in adult education, comprise a second chapter. The items included here cover the years from 1959 to 1967 since an earlier text by H. Gutsche on East German adult education is considered to be an adequate study of the post-war period. Due to the fact that adult schools in the Democratic Republic serve as preparatory agencies for technical and vocational higher schools, the designation of "adult qualification" is a synonym for adult education. A final chapter on materials includes a statistical survey of participants in adult education and programs of events at several centers. The critical reader will doubtlessly express disappointment in the relatively brief bibliography accompanying a work of such extensive scope.

Knowles-Husen. ERWACHSENEN LERNEN. Stutgart, 1963.

Laack, Fritz. AUFTAKT FREIER ERWACHSENENBILDUNG. Stuttgart: Ernst Klett Verlag, 1960.

Lotze, Heiner (Hrsg.) BAUSTEINE DER VOLKSHOCHSCHULE, RUCKBLICK UND AUSSCHAU. Braunschweig: Berlin Hamburg: Westermann, 1948.

Mann, Alfred. DENKENDES VOLK - VOLKHAFTES DENKEN. GRUNDSTEINE ZUM BAU DER DEUTSCHEN VOLKSHOCHSCHULE. 2. Aufl. Braunschweig: Westermann Verlag, 1948.

Matzat, Heinz L. ZUR IDEE UND GESCHICHTE DER ERWACHSENENBILDUNG IN DEUTSCHLAND. Verband der Volkshochschulen des Saarlandes (Hrsg.), 1964.

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Meissner, Kurt. ERWACHSENENBILDUNG IN EINER DYNAMISCHEN GESELLSCHAFT. Stuttgart, 1964.

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Möhring, Verner. VOLKSHOCHSCHULE UND VOLKSBÜCHEREI. Reutlingen, 1957.

Neitzel, Lucian. RUNDFUNK UND ERWACHSENENBILDUNG. AUFGABEN, PROBLEME UND MÖGLICHKEITENEINER PÄDAGOGISCHEN GESTALTUNG DES KULTURELLEN WORTPROGRAMMS. (Radio broadcasting and Adult Education. Tasks, problems, and possibilities of an educationally constructed cultural program.) (Availability: Aloys Henn Verlag, Ratigen, $4.00) 1965. 155p..

ABSTRACT: The purpose of the work is to explore the role of broadcasting in adult education and to assess the tasks, problems, and possibilities of structuring a cultural broadcast within an educational framework. Part one of the text consists of those aspects of adult education which have relevance to broadcasting, such as its concern with the social problems of the time, the political problems, and the role of natural science and

technology. It is suggested that the selection and presentation of the broadcasting program as a medium for adult education is a pedagogical problem, and the attempt is made to set forth educational goals and possibilities based on a questionnaire-study conducted by the author. In examining the radio adult education program, special note is made of methodology as it pertains to such programs as the narrative, the lecture, the discussion, and the connection between these and the listener. While building a case in favor of educational broadcasting, the writer includes the potential shortcomings of this process, such as audience participation. Part two examines in greater detail the requirements for the educational role of various themes in broadcasting, and contrasts the functions performed by radio and television in adult education. The study includes an extensive bibliography and an appendix containing the author's questionnaire and an analysis of the results.

Picht, Werner. DAS SCHICKSAL DER VOLKSBILDUNG IN DEUTSCHLAND. Braunschweig: Westermann, 1950.

Pöggeler, Franz. EINFÜHRUNG IN DIE ANDRAGOGIK. GRUNDFRAGEN DER ERWACHSENENBILDUNG. Ratingen: Henn, 1957.

Pöggeler, Franz. INHALTE DER ERWACHSENENBILDUNG. (Contents of Adult Education.) (Availability: Verlag Herder KG, 7800 Freiburg i. Br., Hermann-Herder-Str. 4, Germany, $7.50) March, 1965, 280p..

ABSTRACT: A comparison of the historical and present-day developments of the content and teaching procedures of adult education constitute the introductory chapter to Pöggeler's work. In the following chapter the writer proposes the principles essential to a necessary selection of educational topics and describes a detailed framework of

educational content relevant to adults. His selections of content for adult education, contained in a separate chapter, are organized around the following headings: religion—world concept, history, social living and society, politics, law, economics, nature and technology, medicine and hygiene, language, art, hobbies, and life experience. In a further chapter, questions as to the scientific areas of content in adult education are raised and responses are offered, and are then contrasted with the idea of popular education. To attain validity as a part of the educational structure, the author argues for a scientific basis as essential to adult education. The concluding chapter offers an assessment of the various possibilities for the formulation of an instructional plan. It is emphasized that in the construction of such a plan not only the aspects of a singular institution for adult education warrant consideration, but that its effectiveness can only be measured by its applicability to the variety of establishments involved in the process of adult education.

Pöggeler, Franz. METHODEN DER ERWACHSENEBILDUNG. (Methods of Adult Education.) (Availability: Verlag Herder KG, 7800 Freiburg i, Br., Hermann-Herder-Str. 4, Germany, $5.90) 1966. 389p..

ABSTRACT: The text centers around the idea that methodology in itself, aside from the content it organizes, has the potential to serve as a factor in the educational process. It is concluded that methodology in the context of adult education is a social process and consequently requires careful analysis. The writer regards the solicitation or advertising of adult education as an important prerequisite to the question of methodology. The aim of the book is to describe the essential basic procedures which constitute the methods of adult education. In chapters dealing

with conversation, lecture, group enterprise (tutorial system), excursions, self-instruction, correspondence study, radio and television, the attempt is made to analyse the methods of the varied models and procedures and to determine their essential features. Where possible, the author draws comparisons between the model under study and its extant example in other countries. In a separate chapter the matter of examinations and their value in assessing the measurement of the results of adult education is taken under consideration. It is concluded that examinations serve purposes other than that of commercialization of the educative process, and that it is necessary to recognize and to pursue them.

Pöggeler, Franz. NEUE HÄUSER DER ERWACHSENENBILDUNG. Düsseldorf, 1959.

Pöggeler, Schmauch. FREIHEIT DER BILDUNG - FREIHEIT DER ERWACHSENEN. Osnabrück, 1959.

Reuter, Rudolf. ERWACHSENENBILDUNG - BÜCHER UND ZEITSCHRIFTENAUFSÄTZE - EINE AUSWAHLBIBLIOGRAPHIE MIT BESONDERER BERÜCKSICHTIGUNG DER JAHRE 1918-1933. Köln, 1958.

Scherer - Beckel - Pöggeler. GEMEINDE UND ERWACHSENENBILDUNG. Ratingen: Henn, 1958.

Schulenberg, Wolfgang. ANSATZ UND WIRKSAMKEIT DER ERWACHSENENBILDUNG. EINE UNTERSUCHUNG IM GRENZGEBIET ZWISCHEN PÄDAGOGIK UND SOZIOLOGIE. Stuttgart: Ferdinand Enke Verlag, 1957.

Senator für Volksbildung in Verlin (Hrsg.) MITBÜRGERLICHE ERZIEHUNG IN DER VOLKSHOCHSCHULE. München-Berlin-Köln, 1951.

Weinstock, Heinrich. ARBEIT UND BILDUNG. DIE ROLLE DER ARBEIT IM PROZESS UM UNSERE MENSCHWERDUNG. Heidelberg: Quelle & Meyer Verlag, 1954.

Werner, Carl Arthur. HANDBUCH DER ERWACHSENENPÄDGOGIK. BAND I, DIE PSYCHOLOGISCHEN UND SOZIOLOGISCHEN VORAUSSETZUNGEN DER ERWACHSENENBILDUNG. MATERIALIEN ZUR GESCHICHETE DER DEUTSCHEN ERWACHSENENPÄDAGOGIK. (Availability: Carl Heymanns Verlag KG, Köln (Cologne), $4.20) 1959. 253p..

ABSTRACT: Volume one of Werner's Handbook of Adult Education consists of two parts, one on the psychological and sociological hypotheses of adult education, and the other on materials regarding the history of German adult pedagogy. Part one is an examination of the place of adult education in the overall field of pedagogy and its aims. The section on psychological hypotheses represents an assessment of the varied factors influencing adult learning, including perception on the part of adults, their will and ability to learn, as well as their interests. The matter of sociological hypotheses is viewed as a sociology of knowledge, providing an assessment of the role of adult education in the social context, including the problems accrued by the political, social, and cultural concerns of adults, the generation difference, and the question of mass and elite. Part two of the Handbook is based on a timetable of major events in German adult education and offers a historical account of the major contributions to the idea of adult pedagogy from Erasmus (1502) to the second "Volkshochschule" (people's college) conference in Frankfurt (1956). Part two comprises two sections, one of more general references to the education of adults, and one of direct views on adult education, expressed chiefly since the second half of the nineteenth century.

Werner, Carl Arthur. HANDBUCH DER ERWACHSENENPÄDAGOGIK. Vol II, DIDAKTIK UND METHODIK DES ERWACHSENENUNTERRICHTS. Köln-Berling, 1960.

Wissenschaftliche und Methodische Abteilung für kulturelle Aufklarung (Hrsg) ERFAHRUNGSAUSTAUSCH FÜR DIE VOLKSHOCHSCHULEN UND KULTURHÄUSER DER DDR. Meissen-Siebeneichen (E. Germany), 1954.

German-language

The following are journals in the area of German adult education:

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DAS FORUM (München)

ERWACHSENENBILDUNG (Osnabrück)

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VOLKSHOCHSCHULE IM WESTERN (Marl)

German Democratic Republic

BERUFSBILDUNG (Berlin: Volk and Wissen Verlag)

VOLKSHOCHSCHULE (Berlin/Leipzig: Volk und Wissen Verlag)

English Language Publications

Alford, Harold Judd. A HISTORY OF RESIDENTIAL ADULT EDUCATION. Chicago Univ., Ill. Dept of Educ. Ph.D. Thesis. Available from Department of Photoduplication, The University of Chicago Library, Swift Hall, Chicago, Ill. 60637 (T13328). Dec. 1966. 442p..

ABSTRACT: This study traces in detail the lines of development of residential adult education, from the idea which preceded the Grundtvig-Kold Danish folk high schools to the multiplicity of forms existing today, and the social and personal forces which have helped shape its development in various cultural settings. Programs in an agrarian society, an industrial society, and an expanding society are exemplified, respectively, by the Danish movement of the nineteenth and twentieth centuries, British short-term residential colleges and antecedents in the form of Workers' Educational Association work and other activities, and the rise of the Chautauqua movement, Danebod, and such specialized American schools as the Highlander Folk School. Residential centers and programs at the University of Minnesota and the University of Florida are described, together with Kellogg Foundation undertakings at Michigan State University and elsewhere. Programs at Oxford University and in Canada, Denmark, Israel, Germany, and black Africa are reviewed, and present trends, conditions, and points of view are discussed. An appendix, 242 references, and a historical overview (1851-1951) are included. (ly) AC 002 654

Dolff, Helmuth. POSITION AND TASKS OF THE VOLKSHOCHSCHULEN IN WEST GERMANY. In Centro Sociale, International Issue, v14 n76-78 p213-20, 1967 8p..

ABSTRACT: Recent statistics on participation, financial support, and types of courses and lectures (mainly in languages, literature, fine arts, and professional training and preparation) suggest the nature and the growth of the Volkshochschulen in West Germany since 1945. Most of the effort is at the local level, where the associations play a key role in policy formation, research, documentation, record keeping, and adult educator training, but the Pedagogical Center at Frankfurt has charge of foreign relations, high level course planning and cooperation with the television and film industries. The Volkshochschulen see themselves as broadly democratic adult education establishments for improving individuals and society. Local centers should meet local needs and conditions, and should try to help people to learn, keep informed, develop their critical facilities, and use their leisure time. Activities should include practical courses, study and discussion groups on social, political and other problems, recreational and hobby groups, and (where needed) plays, films, concerts, and exhibitions. (1y) AC 002 551

Earl, Lewis H., and others. MANPOWER POLICY AND PROGRAMS IN FIVE WESTERN EUROPEAN COUNTRIES—FRANCE, GREAT BRITAIN, THE NETHERLANDS, SWEDEN, AND WEST GERMANY (Manpower research bulletin, no. 11, Jul, 1966). U.S. Dept. of Labor. Manpower Administration. Jul 1966. 61p..

ABSTRACT: Manpower policies and programs in France, Great Britain, the Netherlands, Sweden and West Germany are reviewed to explore points of difference in these areas among the countries and the U.S. The analysis for each country covers the current status of manpower policy in relation to other policies and to other Governmental agencies. Findings indicate that measures to achieve the national objectives of full employment, economic growth, stable prices, and a sound

monetary policy are well integrated and coordinated in the planning and policymaking stages in these five countries. The scope of authority given to manpower administrations varies among these countries, depending upon the nature of the manpower program and the Governmental structure. Training of adults for new or changing vocations has become a permanent part of the manpower administration of each of the countries. All five countries used incentives for economic development that encourage the growth of jobs in underdeveloped areas and discourage further growth of jobs in crowded urban areas. All five countries have provisions for financial aid to unemployed workers willing to relocate to take a nonseasonal job. Industrial structures, economic and demographic differences, and cultural and social differences influence manpower policies and programs. A selected bibliography is appended. (sg) AC 000 670

EDUCATIONAL OPPORTUNITY—Second issue of THE JOURNAL OF EDUCATIONAL THOUGHT, Volume 1, Number 2, August 1968. (title supplied). Calgary Univ., Alberta. Faculty of Education August 1967. 65p..

ABSTRACT: This issue of the Journal of Educational Thought contains five articles, each dealing with questions of educational opportunity. The first explores characteristics, problems and opportunities inherent in the contrasting roles of studentship, and membership, and calls for a balance between the two roles. A second article points to the need to develop educational institutions to serve the differing needs of our society, so that occupational competence does not establish social position and arrogance leading to class conflict. Another article traces the development of the "cultural deprivation" concept, presenting it as a conservative and largely psychological theory in contrast to a social concept. A fourth article gives account of recent changes in school organization in West

Germany, especially those which liberalize entrance requirements to gymnasiums and provide alternative paths to higher education. A fifth article advocates that education allow children to follow their individual, natural inclinations to inquiry rather than force them to grow into the image set by the preceding generation. A book section contains two reviews. (rt) AC 001 989

PROBLEMS AND PROSPECTS OF MANAGEMENT EDUCATION AND RESEARCH IN GERMANY, DEVELOPMENTS IN ORGANIZATIONAL THEORY AND ORGANIZATIONAL PRACTICE, SUMMARY REPORT OF ANNUAL CONFERENCE OF IUC (12th, Nuremberg, June 17-21, 1965). International Univ. Contact for Management Education, Rotterdam (Netherlands) Available from International University Contact for Management Education, Kruisplein 7, Rotterdam-3, The Netherlands. 45p..

ABSTRACT: In a summary of the twelfth annual conference of International University Contact for Management Education (IUC), management education problems and prospects in Germany are examined in panel discussions on program content, the role of university teachers, and cooperation between universities and industry in the area of management research. Also featured is a research paper based on findings that stress the influence of organizational structures, together with human conflicts, adjustments, motives, satisfactions, and dissatisfactions within these structures, on the overall performance or effectiveness of industrial and business firms. Finally, a report is given of group discussions on the dimensions of theory and practice and on the effective teaching of organizational theory. The conference roster and seven charts are included. (ly) AC 002 529

Jessup, F. W. WORKERS IN ADULT EDUCATION, THEIR STATUS, RECRUITMENT, AND PROFESSIONAL TRAINING. Council of Europe, Strasbourg (France). Counc. for Cult. Coop. European Bureau of Adult Educ., Bergen Nh (Netherlands). It is available from the Manhattan

Publishing Company, 225 Lafayette Street, New York, N.Y. 10012. May 1966. 102 p..

ABSTRACT: A pilot study prepared for the Council of Europe compares adult educator status, recruitment, and professional training in France, Flanders (Belgium), West Germany, the Netherlands, Norway, and the United Kingdom. Major concerns include salaries and benefits, qualifications, inservice training, sponsoring bodies, attitudes toward formal staff training, the legal status and public esteem of adult education programs, and suggestions on program expansion and development. The report calls for steps to anticipate and meet training and recruitment needs, increasing liaison with other branches of education, improving salaries and benefits, fostering professional associations, promoting international information exchange, and conducting methodological research, audiovisual activities, and additional comparative surveys. The document includes an appendix on training courses offered by the University of Manchester, the University of Nottingham, and social academies in the Netherlands. (ly) AC 002 198

Krause, Erwin. 'AVAILABLE IN EIGHT LANGUAGES (In CIRF TRAINING FOR PROGRESS, 5 (2-3)/31-40, 1966). 1966 10p..

ABSTRACT: The ABB (Central Office for Industrial Training, Bonn) is a semi-public institution responsible for the establishment of training regulations for all industrial and commercial trades, and for the preparation of training materials for them. It is financed by the major partners in German industry—the Federation of German Industry, the German Confederation of Employers' Associations, and the German Council for Industry and Commerce. ABB courses, manuals, and training aids combine jobs of immediate

practical value with thorough, systematic training to maintain the interest and stimulate the learning capacity of the trainees. The ABB prepared the trade description, training syllabus, and the examination standards for apprenticeable trades. (aj) AC 001 512

Liander, Bertil, Ed. INTERNATIONAL STUDY OF MARKETING EDUCATION. Marketing Science Institute, Philadelphia, Pa., EDRS Order Number: ED 022 110. Price MF-$2.75 HC-$32.15 Aug 1967 641p..

ABSTRACT: The International Marketing Federation (IMF), supported by the Marketing Science Institute, has surveyed IMF member countries and a representative scattering of others to determine the current state and future trends in marketing education. This volume presents the findings of the survey of 21 countries—Argentina, Australia, Canada, Denmark, Finland, France, Greece, Ireland, Italy, Japan, Netherlands, New Zealand, Norway, Philippines, South Africa, Switzerland, Sweden, United Arab Republic, United States, United Kingdom, and West Germany. For each there is a brief discussion of the basic educational system followed by listings of the institutions offering business, management, and marketing education and descriptions of courses offered at all levels. Reference is made to current trends in education, particularly with respect to marketing. There is a chapter on marketing education in developing countries. A summary chapter and a table of sociostatistical data for all countries provide comparative analyses of the findings. (aj)

Musgrave, P. W. TECHNICAL CHANGE, THE LABOUR FORCE AND EDUCATION, A STUDY OF THE BRITISH AND GERMAN IRON AND STEEL INDUSTRIES, 1860-1964. Available from Pergamon Press, New York. 1967 269p..

ABSTRACT: A detailed comparative study is presented on interaction during the last century (1860-1964) between the British and German steel industries and their respective educational systems under the stimulus of technical and economic change. The great size of industrial units (especially in Germany), the need for skilled managers and technicians, labor market fluctuations, access to educational facilities, technological change, the overall social and political climate, and above all, widespread gradual economic change and national attitudes toward industry, change, the sciences, and the structures of education have shaped the character of the labor forces of both nations. The relative superiority of the German iron and steel industry during most of this period stemmed from an especially strong belief in education and the scientific method, the high status enjoyed by industry and the applied sciences, and an efficient educational structure based on the Prussian reorganization of 1812 and reinforced by a strong apprenticeship system. Past experience in both nations suggest the need to consider long-range economic forecasts and goals in educational planning and to concentrate on preparing a skilled, flexible work force grounded in a sound general education. The document includes an index and numerous references to German and British publications and official reports. (ly)

Pattison, Rose Mary. THE SALZBURG DISCUSSIONS (Report of an international seminar of leaders in adult education, Haus Rief, Austria, July 24-20, 1960). Indiana Dept. of Public Instruction, Indianapolis May 1967 15p..

ABSTRACT: The annual international seminar, sponsored by UNESCO for Eastern Europe and Russia, was concerned with the relationship of adult education and leisure time activities and education, literature appreciation, television, and programmed

instruction. Austria, England, and Czechoslovakia discussed leisure activities and it was felt that formal education has not provided appropriate training and too much emphasis has been placed on commercial releases. Community centers can provide social, recreational, and educational activities. West Germany, Norway, and Switzerland discussed their methods of education for leisure through womens education, programs for the elderly, and center activities in home arts, child care, physical fitness, and training for service industries. Research was recommended in education of the elderly. In West Germany's and England's discussion of literature appreciation, it was felt that formal presentations did not reach the common man. Television in adult education was discussed by the United States. International cooperation can help solve basic problems in establishing educational television on public networks. Programmed instruction was best suited to the slow methodical learner, concrete learning experiences, and military personnel. (pt) AC 001 821

Stern, H. H. PARENT EDUCATION, AND INTERNATIONAL SURVEY (Studies in Education). Hull University, Hull, England UNESCO Institute for Education, Hamburg, Germany. October 1960 169p..

ABSTRACT: Emphasizing programs in the United States, France, Germany, and the United Kingdom, this study deals with practical attempts that have been made to influence parenthood by educational measures, partly through work with children and young people in preparation for marriage and parental responsibilities, and partly through advice, help and information given to parents on the care and upbringing of children. The bibliography is on pages 151-163. AC 000 328

Schouten, G. H. L. SURVEY OF ADULT EDUCATION IN EUROPE, THE AIMS AND PURPOSES COMMON TO IT ALL. (Speech). Council of Europe Course Nottingham. 1966 17p..

ABSTRACT: Pluriformity is one of the principal characteristics of adult education in Europe as a whole and within separate countries. This pluriformity exists in the aims and objectives, pattern, shape and institutions. The history of adult education in the Netherlands shows a pluriform development, even as does the history of adult education in Great Britain, Germany and France. The areas in adult education on which European countries can agree are—(1) adults, however much they may vary in age, are understood as those who are no longer children, and, therefore, the term "adults" is not very suitable for educational planning, (2) adult education ought to be considered more as continuous education, with all education to be planned as a whole within this context, (3) the strength and weakness of adult education is in its voluntary participation, and (4) adult education is provided for in different ways and can use different methods and techniques. (sg) AC 001 377

Ulich, Mary Ewen. PATTERNS OF ADULT EDUCATION, A COMPARATIVE STUDY. Available from Pageant Press, Inc., 101 Fifth Avenue, New York, N.Y. 10003. 1965

ABSTRACT: The history of adult education in Denmark, England, Germany, and the United States is presented and compared. Adult education operates through a variety of institutions outside the public school system and universities proper. It is voluntary and primarily appeals to people who have not had advanced formal education. Various stages of development have been identified. During the first stage, religious and philanthropic societies or individual philanthropists

organized adult education schools. Specific educational enterprises were created out of genuine desire to better conditions of the less privileged during the second stage of development, but were still controlled from above. The third stage saw people actively planning their own education. Adult education reflects the social conditions in each country and the particular stage of development can be revealed by the program and content. (pt)
AC 000 433

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A Model Information System for the Adult Education Profession, by Roger DeCrow	ED 015 412	$0.25	$1.25

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